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ABSTRACT

Developed as part of a research and design project for disadvantaged and handicapped vocational education students at Fresno City College, California, two management plans to assure compliance with affirmative action and sex fairness legislation are presented in this booklet: Plan 1, a generic plan of action to qualify for federal funding, and plan 2, a generic plan of action for implementing a student identification/assessment/support system for disadvantaged/handicapped and non-traditional vocational education students. Each contains a narrative description, a mission profile (flow chart), and an analysis of subfunctions. (JH)

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"Project: MOBILITY"

A Federally Funded Research & Design Project
for
Disadvantaged and Handicapped Vocational Education Students
(Grant #G007603888)

THE FOLLOWING IS A MANAGEMENT PLAN
DEVELOPED TO ASSURE COMPLIANCE
WITH AFFIRMATIVE ACTION AND SEX FAIRNESS LEGISLATION

Affirmative Action and Sex Fairness

Management Plans

CE 019 822

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NATIONAL INSTITUTE OF EDUCATION

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June, 1978

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RESEARCH AND DESIGN PROJECT

MANAGEMENT PLANS

INTRODUCTION

In implementing this project, a systematic process of program planning, management and evaluation was applied. The management plan presented in this booklet is a product of that process.

The following pages present the postulates upon which we based our management planning. Also presented is the generic model that was applied in all planning. A review of these materials will give an insight into our philosophy of program planning, management and evaluation. It will also detail the steps taken to complete this management plan.

Let us start with the underlying postulate that an immediate requirement exists for better program planning/management and evaluation processes. It is proposed that this postulate is valid based on the events occurring in the "real world" which are affecting the image, role and proposed accountability requirements set for educational institutions and programs.

As a second postulate, let us assume that the criteria of program accountability (success) must ultimately be expressed and evaluated solely in terms of measurable performance standards.

As a third postulate, let us establish that planning, management and evaluation commitments are only as good as their ability to predictably achieve all performance standards defining successful performance for any given program.

A fourth postulate to be established is that we cannot begin to define reasonable performance standards until we have committed ourselves to a definitive program objective(s). These program objectives must:

1. communicate clearly our intent or purpose,
2. specify in concise terms what we intend to achieve, and with what and,
3. state the measurable performance specifications that answer how well we must perform and/or produce "end-products" and under what conditions.

A fifth postulate to be established is that effective and efficient program management requires an orderly, or systematic, planning, management and evaluation process. This process must include the following:

1. The assurance that all relevant data required for valid decision-making are derived and considered.
2. The capability to analyze data in such a manner as to be assured the highest probability of deriving and making correct decisions based on valid decision-making criteria.
3. The assurance that minimum risk and maximum potential gain can be clearly established and documented when making decisions.
4. The assurance that a capability exists for sensing errors in the execution of the program decision-making and implementation process.
5. The assurance that a capability exists for revision or correction of errors in time to make valid and reliable mid-course program corrections.
6. The capability exists for recording and communicating all successive analysis, planning and implementation steps.
7. The assurance that an analysis process exists which provides for

the detection of bias in the criteria of decision-making and the capability to eliminate this bias from the decision-making process.

8. The capability exists to compare and select from alternatives that solution strategy which presents the most cost-effective strategy for achieving the objectives of the program.

All of the postulates identified are valid and required for effective and efficient program planning, management and evaluation.

On the following page, you are provided with an 8½" x 11" model depicting all of the steps that a program must perform and the sequence in which they must be performed to design and implement a planning, management and evaluation process which satisfies all of the postulates identified in the previous section.

To read the model, you would proceed from left to right. The first column on the left identifies the step number (A = Analysis and S = Synthesis). The second column lists the question(s) you are asking at that step. The third column contained in the hourglass figure, lists the action(s) which must be taken to answer the question(s) asked in the second column. The fourth column identifies the products which are produced as a result of performing the actions listed in the hourglass figure. The dotted lines with arrows at the left-hand side of the hourglass figure represent the feedback process, discussed in the previous section, which continually requires checks for internal consistency and demonstrated feasibility prior to proceeding in the PME process.

This model also presents the process that was used to develop all of the management plans in this Research and Design Project including the one contained in this booklet.

INTRODUCTION

Two major problems relating to sex fairness are confronting vocational educators: (1) planning change in the vocational education system to bring about sex fairness, (2) acquiring resources (money) to make it happen.

If change is going to take place, the two problems mentioned above should be placed in their proper perspective. It is rather apparent that at the State level major effort and time is spent complying with federal legislation. While little effort and time is spent on bringing about change.

As you review the Generic Plan of Action to Qualify for Federal Funding through compliance, you will notice even though they satisfy the requirements of Title IX, Civil Rights Act, Vocational Education Act, and the California State Plan; local agencies can meet compliance requirements without bringing about change, see pages 2-10.

The material presented here should be used to assure an institution the use of Federal funds through compliance. A second plan has also been prepared showing how to determine what must be done to bring about sex fairness in vocational education and how to make it happen. This plan is entitled "A Generic Plan of Action for Implementing a Student Identification/Assessment/ Support System for Disadvantaged/Handicapped and Non-Traditional Vocational Education Students," it can be found on pages 13-33.

MODEL OF A SYSTEM APPROACH FOR EFFECTIVENESS (SAFE)

SYSTEM ANALYSIS STEPS	SYSTEM QUESTIONS ASKED	SAFE STEPS & TOOLS	SYSTEM OUTPUTS OR PRODUCTS
		SYSTEM ANALYSIS	**SYSTEM ANALYSIS**
A-1	(A) WHAT ARE THE RELEVANT NEEDS TO BE RESOLVED? (B) WHAT ARE RELEVANT PROBLEMS TO BE SOLVED TO RESOLVE NEEDS?	ASSESS NEEDS & PROBLEMS	A-1 STATED PRIORITY NEEDS & PROBLEM STATEMENTS
A-2	WHAT ARE OUR INTENTS TO ACHIEVE?	DEFINE GOALS	A-2 PRIORITY GOALS DERIVED FROM NEEDS
A-3	WHAT IS OUR EXACT PERFORMANCE COMMITMENT FOR END ACHIEVEMENT?	STATE MISSION OBJECTIVE	A-3 PRIORITY MISSION (PROGRAM) OBJECTIVES SPECIFIC TO STATED GOALS & NEEDS
A-4	WHAT ARE WE TRYING TO ACCOMPLISH AND HOW WILL WE KNOW WE HAVE ARRIVED SUCCESSFULLY?	DETERMINE MISSION PERFORMANCE REQ'TS	A-4 MEASUREMENT CRITERIA DEFINING PROGRAM OR MISSION OUTPUT OR PRODUCT
A-5	WHAT ARE THE HURDLES WHICH CAN STOP US? HOW DO WE NEUTRALIZE THEM?	DETERMINE MISSION CONSTRAINTS	A-5 NEGATIVE FORCES TO BE RECONCILED (PROGRAM CONSTRAINTS)
A-6	WHAT ARE THE MAJOR EVENTS OR "MILESTONES" TO BE ACCOMPLISHED TO ACHIEVE OUR PERFORMANCE COMMITMENT?	DERIVE MISSION PROFILE (R/C)	A-6 GROSS "MILESTONES" OR EVENTS TO BE ACHIEVED IN SEQUENCE TO PRODUCE PROGRAM PRODUCT OR OUTPUT & REDUCE CONSTRAINTS
A-7	WHAT ARE SUB-ACTIVITIES TO BE ACCOMPLISHED TO PERFORM EACH MILESTONE?	PERFORM FUNCTION ANALYSIS (R/C)	A-7 SUBFUNCTIONS TO PERFORM EACH GROSS MILESTONE
A-8	WHAT ARE THE SPECIFIC TASKS TO BE ACCOMPLISHED FOR EACH SUB-ACTIVITY	PERFORM TASK ANALYSIS (R/C)	A-8 TASKS TO BE PERFORMED FOR EACH SUBFUNCTION
A-9	WHAT ARE THE FEASIBLE WAYS AND MEANS TO PERFORM REQUIRED TASKS & FUNCTIONS?	PERFORM METHODS/MEANS ANALYSIS (R/C)	A-9 ALTERNATE METHOD-MEANS WHICH ARE FEASIBLE "WAYS & MEANS" TO PERFORM TASKS & FUNCTIONS
A-10	IS IT FEASIBLE TO PROCEED?	STATE FEASIBILITY GO-NO GO	A-10 FINAL DATA INDICATING FEASIBILITY TO PROCEED OR NOT
		SYSTEM SYNTHESIS	**SYSTEM SYNTHESIS**
S-1	WHAT ARE VARIOUS "WAYS" FOR ACHIEVING ALL THE WHATS?	IDENTIFY ALTERNATE (FEASIBLE) SOLUTION PLANS	S-1 ALTERNATE CONFIGURATIONS FOR "WAYS & MEANS" TO GIVE BEST RESULTS
S-2	WHO WILL DO WHAT? WITH WHAT MEANS? HOW WILL ALL WHATS BE SCHEDULED?	DESIGN ALTERNATE SOLUTION PLANS FOR IMPLEMENTATION (R/C)	S-2 DETAILED PLANS FOR EACH ALTERNATE: SCHEDULE, PERSONNEL, TIMES, METHOD-MEANS, COSTS, BUDGETS, EVALUATION, (PPBES) MGM'T-OPERATION SUPPORT REQMT
S-3	WHAT ARE THE MOST EFFICIENT "WAYS AND MEANS" TO PERFORM ALL THE WHATS?	ASSESS ALTERNATE SOLUTION PLANS FOR COSTS & EFFECTIVENESS CRITERIA (R/C)	S-3 DATA COMPARING ALTERNATIVE PLANS FOR COSTS-EFFICIENCY-EFFECTIVENESS-BENEFITS
S-4	WHAT IS THE BEST SOLUTION PLAN?	SELECT MOST COST-EFFECTIVE PLAN FOR IMPLEMENTATION	S-4 OPTIMAL IMPLEMENTATION PLAN-AND-PROGRAM DESCRIPTIVE PACKAGE
S-5	HOW DO SELECTED METHODS/MEANS/MEDIA WORK?	FIELD TEST OR VALIDATE SELECTED METHOD-MEANS COMBINATION WHERE REQ'D	S-5 PERFORMANCE DATA INDICATING PREDICTION OF METHODS-MEANS-MEDIA (SEE CURRICULUM)
S-6	HOW DO WE PUT THE SOLUTION PLAN TO WORK?	IMPLEMENT SOLUTION PLAN	S-6 DETAILED PLANS FOR SENSING, CORRECTING, EVALUATING, COMMUNICATING FOR OPERATIONS-MGM'T-PRODUCTS
S-7	HOW DOES THE PLAN PERFORM?	EVALUATE SYSTEM PERFORMANCE (BOTH PROCESS & PRODUCT)	S-7 DETAILED PERFORMANCE DATA ±: PRODUCT ACHIEVEMENT, -PROCESSES - BUDGETS
S-8	WHAT REVISIONS ARE REQUIRED?	REVISE SYSTEM FOR REQUIRED ACHIEVEMENT	S-8 RECOMMENDED CHANGES IN SYSTEM PLANNING-DESIGN-IMPLEMENTATION

SYSTEM ANALYSIS — WHATS

SYSTEM SYNTHESIS — HOW TO'S

SYSTEM SYNTHESIS

* DETERMINE NEW PERFORMANCE REQUIREMENTS & CONSTRAINTS

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Narrative for the Implementation of a Plan of Action to Qualify FCC for Federal Funding Through Compliance with Sex Fairness Legislation

1.0 - 4.0 The steps which must be taken to assure Fresno City College's qualification for federal funding must begin with a comparison between the legislation involved in qualifying for funding and the degree to which the institution is complying with that legislation. In steps 1.0 - 4.0, we identify and assess the major sources of compliance regulations specific to sex fairness. These would include Title IX, Civil Rights legislation and the California State Plan for Vocational Education. Each of these pieces of legislation would be thoroughly analyzed to identify the exact criteria of compliance that is being applied to the college and then a comparison would be made with the success present programs/services/personnel are having in meeting those criteria. From this comparison will come an identification of any and all areas where the college is not meeting the compliance criteria included in the legislation. In step 4.0, we will specifically define any and all instances of noncompliance by the institution specific to these three pieces of legislation.

5.0 Having identified if and/or where noncompliance exists, we would translate each instance of noncompliance into a specific performance objective which, if achieved, would bring the institution into compliance. Each objective would include an exact definition of who is to perform, what is to be performed, time lines of performance, and evaluation criteria for determining if compliance has been achieved. These objectives will serve as the basis for all planning to follow.

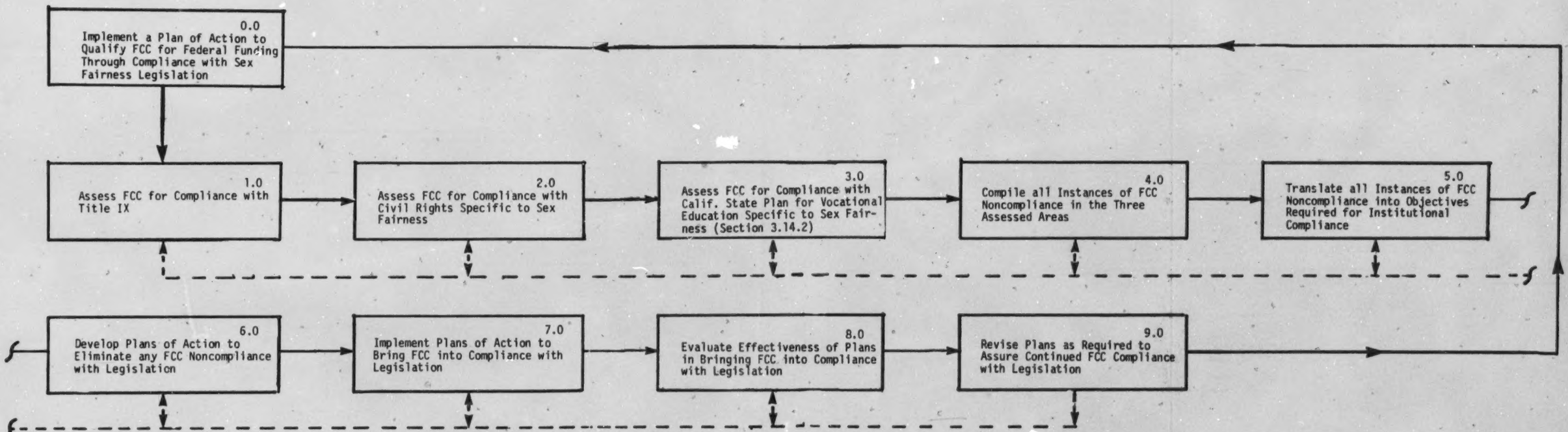
6.0 Having specifically defined what our objectives must be to bring the institution into compliance, we would now develop specific plans of action to most effectively and efficiently achieve those objectives and eliminate

noncompliance. These plans of action would include all of the steps to be taken to achieve compliance, time lines of completion for all steps, the identification of required support and the identification of check points for evaluating whether "mid-course corrections" must be made during implementation. Also included would be a program budget to identify the investment necessary to implement the plan of action.

7.0 After having obtained all approvals required for the implementation of the plan, we specifically define responsibility and accountability for the implementation of the plan. We would also define any monitoring of implementation that would have to occur and negotiate the feasibility of implementing the plan of action with all involved personnel, programs, and services.

8.0 - 9.0 Although we would have been continuously evaluating the effectiveness of our action plan throughout its implementation (formative evaluation), we will now perform a thorough reevaluation of every aspect of the plan following its complete implementation (summative evaluation). In addition, we will identify the specific factors which affected the implementation of the plan, positively or negatively, and identify revisions which will have to be made in our efforts to assure compliance on a continuing basis. We will also identify any changes in either legislation or the conditions affecting implementation which could create the need for further revision in the institution's efforts.

This will establish a close-loop system which will constantly identify changing legislative conditions and adjust to them. This will continuously keep the institution in compliance with sex fairness legislation and, therefore, continuously qualified to receive federal funding.


0.0
Implement a Plan of Action to Qualify FCC for Federal Funding Through Compliance with Sex Fairness Legislation
1.0
Assess FCC for Compliance with Title IX
2.0
Assess FCC for Compliance with Civil Rights Specific to Sex Fairness
3.0
Assess FCC for Compliance with Calif. State Plan for Vocational Education Specific to Sex Fairness (Section 3.14.2)
4.0
Compile all Instances of FCC Noncompliance in the Three Assessed Areas
5.0
Translate all Instances of FCC Noncompliance into Objectives Required for Institutional Compliance
6.0
Develop Plans of Action to Eliminate any FCC Noncompliance with Legislation
7.0
Implement Plans of Action to Bring FCC into Compliance with Legislation
8.0
Evaluate Effectiveness of Plans in Bringing FCC into Compliance with Legislation
9.0
Revise Plans as Required to Assure Continued FCC Compliance with Legislation

0.0 Implement a Plan of Action to Qualify FCC for Federal Funding Through Compliance with Sex Fairness Legislation

1.0 Assess FCC for Compliance with Title IX

- 1.1 Assess compliance with Title IX General Provisions*
- 1.2 Assess compliance with Admissions regulations*
- 1.3 Assess compliance with General Treatment of Students*
- 1.4 Assess compliance with Housing and Facilities regulations*
- 1.5 Assess compliance with Course Work and Other Educational Activities regulations*
- 1.6 Assess compliance with Counseling regulations*
- 1.7 Assess compliance with Student Financial Aid regulations*
- 1.8 Assess compliance with Student Health and Insurance Benefits regulations*
- 1.9 Assess compliance with Marital or Parental Status regulations*
- 1.10 Assess compliance with Athletics regulations*
- 1.11 Assess compliance with Employment regulations (General Provisions)*
- 1.12 Assess compliance with Fringe Benefits regulations
- 1.13 Assess compliance with Marital Status and Pregnancy regulations*

2.0 Assess FCC for Compliance with Civil Rights Specific to Sex Fairness

- 2.1 Assess compliance with Section 704, "Other Unlawful Employment Practices"*
- 2.2 Assess compliance with Section 703, "Discrimination Because of Race, Color, Religion, Sex or National Origin"*

* In completing this assessment, the following steps must be performed: 1) review legislation for specific criteria of compliance; 2) list all specific criteria of compliance; 3) identify all programs/services/people affected by the criteria; 4) identify what is presently being done in all affected areas specific to achieving the criteria of compliance; 5) identify any discrepancies (positive or negative) that exist between "what should be" in relation to involved legislation and "what is" in relation to existing programs/services/people.

2.3 Assess compliance with Section 711, "Notices to be Posted"*

2.4 Assess compliance with any Administrative regulations specific to the commission of equal opportunity*

3.0 Assess FCC for Compliance with California State Plan for Vocational Education Specific to Sex Fairness (Section 3.14.2)

3.1 Assess compliance with uniform reporting requirement of enrollment data*

3.2 Assess compliance with self-study of barriers to equal access*

3.3 Assess compliance with self-study of equal representation on advisory committees*

3.4 Assess compliance with self-study of review of materials*

3.5 Assess compliance with self-study of enrollment*

3.6 Assess compliance with self-study of recruitment and counseling/guidance*

3.7 Assess compliance with self-study of support services*

3.8 Assess compliance with self-study of placement programs*

3.9 Assess compliance with self-study of vocational work experience and nontraditional employment*

3.10 Assess compliance with self-study of career centers*

3.11 Assess compliance with self-study of cultural materials for minority youth*

3.12 Assess compliance with self-study of recruiting programs for instructors, administrators and guidance personnel*

* In completing this assessment, the following steps must be performed: 1) review legislation for specific criteria of compliance; 2) list all specific criteria of compliance; 3) identify all programs/services/people affected by the criteria; 4) identify what is presently being done in all affected areas specific to achieving the criteria of compliance; 5) identify any discrepancies (positive or negative) that exist between "what should be" in relation to involved legislation and "what is" in relation to existing programs/services/people.

3.13 Assess compliance with self-study of in-service training to eliminate sex bias*

3.14 Assess compliance with self-study of placement and seeking employment needs (Section 120(b) (1) (L))*

3.15 Assess compliance with self-study of support for re-entry into non-traditional occupations*

3.16 Assess compliance with self-study of day care services*

3.17 Assess compliance with self-study of cooperation with employers practicing discrimination based on sex*

3.18 Assess compliance with self-study of course prerequisites*

3.19 Assess compliance with filling of self-study implementation plans (date, responsibility, etc.)*

3.20 Assess compliance with filing of Title IX evaluations, action plans, grievances*

3.21 Assess compliance with annual updating of self-study*

4.0 Compile all Instances of FCC Noncompliance in the Three Assessed Areas*

5.0 Translate all Instances of FCC Noncompliance into Objectives Required for Institutional Compliance

5.1 Identify who is to perform

5.2 Identify what is to be performed (specific to removing discrepancies)

5.3 Identify when the objective will be accomplished

5.4 Identify how achievement of the objectives will be measured (technique, instrument, or method)

* In completing this assessment, the following steps must be performed: 1) review legislation for specific criteria of compliance; 2) list all specific criteria of compliance; 3) identify all programs/services/people affected by the criteria; 4) identify what is presently being done in all affected areas specific to achieving the criteria of compliance; 5) identify any discrepancies (positive or negative) that exist between "what should be" in relation to involved legislation and "what is" in relation to existing programs/services/people.

5.5 Identify measurable criteria of evaluating whether or not discrepancy has been eliminated

5.6 Identify any limitation within which the institution must operate in achieving or evaluating the objective (time, financial, sequence, etc.)

5.7 Produce composite performance-based statements of elements 5.1 - 5.6 which can be easily understood by all involved parties (staff, student, parent, community, etc.)

5.8 Obtain all approvals required to work toward the achievement of the defined objectives.

6.0 Develop Plans of Action to Eliminate any FCC Noncompliance with Legislation

6.1 Define responsibility for completing action plans to eliminate non-compliance

6.2 Establish action plan format for easy communication with all involved

6.3 Define and sequence all steps to be taken to achieve compliance objectives

6.4 Establish a composite time line of completion for each step identified in 6.3 (when each must begin and end) and total time for all combined

6.5 Complete a personnel/support analysis of who would have to be involved (type of person), with what steps, until what point for each step identified in 6.3

6.6 Identify progress check points along time lines to assess progress in performing steps (include when, who involved, what information is required, how information is to be transmitted, specific to what objectives)

6.7 Develop program budget for all steps, including: time, financial, commitment, personnel

6.8 Translate 6.1 - 6.7 into composite plan for eliminating noncompliance

6.9 Obtain all approvals required to implement the plan of action

7.0 Implement Plans of Action to Bring FCC into Compliance with Legislation

7.1 Define administrative and operational functions/responsibilities for implementing the action plan

7.2 Define the accountability of all programs/services/personnel involved in the implementation of the plan, i.e., mutual accountability*

7.3 Identify all parts of action plan requiring monitoring, data required from monitoring and purpose for monitoring

7.4 Develop monitoring system for all involved programs/services/personnel (form, frequency, content, method, to whom, from whom)

7.5 Notify all involved programs/services/personnel of steps to be taken per action plan

7.6 Assess feasibility of implementing plan of action with all involved programs/services/personnel. Identify any additional support required to implement

7.7 Obtain commitment from all involved programs/services/personnel in action plan to implement the plan as designed and per established responsibility, accountability, monitoring limits

7.8 Instruct involved programs/services/personnel on proper implementation of monitoring system

7.10 Obtain progress reports from all involved programs/services/personnel

7.11 Record the data obtained from the monitoring system and submit feedback to involved programs/services/personnel for adjustment as required

* Mutual accountability:
Predefined accountability of both operational and administrative personnel in the implementation of the action plan, with operations being accountable for achieving the objectives and administration for providing the resources and support necessary to achieve the objectives

8.0 Evaluate Effectiveness of Plans in Bringing FCC into Compliance with Legislation

8.1 Identify those steps from the action plan which met, exceeded or fell below their established levels of compliance

8.2 Identify those administrative functions/responsibilities which met, exceeded or fell below the accountability standards established in 7.2

8.3 Identify those operational functions/responsibilities which met, exceeded or fell below the accountability standards established in 7.2

8.4 Identify those monitoring functions/responsibilities identified in 7.3 which met, exceeded, fell below the requirements set in 7.4

8.5 Identify the specific factors, forces, variables that contributed to over achievement or under achievement in 8.1, 8.2, 8.3, 8.4

8.6 Compile all findings into a summative evaluation report

9.0 Revise Plans as Required to Assure Continued FCC Compliance with Legislation

9.1 Identify targets of revision based upon summative evaluation report (8.6) or changes in legislation or conditions

9.2 Determine responsibility/accountability for program/service/personnel revision

9.3 Identify/quantify exact nature of discrepancy between compliance requirements and actual results and factors which affected results (per 5.0)

9.4 Develop specific revision plans to eliminate the discrepancies identified in evaluation, through new legislation or changed conditions (per 6.0)

9.5 Obtain all necessary approvals to make proposed program/service/personnel revisions

9.6 Obtain all resources required to accomplish identified revisions

9.7 Implement program/service/personnel revisions (per 7.0)

INTRODUCTION

The following plan of action represents the specific steps which any institution would have to take in the implementation of a systematic student identification/assessment/support system which would provide disadvantaged, handicapped, and non-traditional vocational education students with the skills and knowledges required for them to successfully enter the job market place and achieve their independent survival point, i.e., producing resources in a quantity which at least equals their consumption.

Narrative for the Implementation of a Student Identification/Assessment/Support System for Disadvantaged, Handicapped and Non-Traditional Vocational Education Students:

1.0 To assure that our efforts are directed at the right people and focused on the highest priority areas, we begin with a comprehensive Need Assessment of both potential students and the job marketplace. This assessment seeks to identify and substantiate the real, rather than perceived, needs which the college should invest its limited resources in reconciling. Out of this assessment will come a specific identification of the priority needs of the target group(s) selected, specific to vocational education, an identification of the needs which the college is presently capable of reconciling and those which they are not capable of reconciling.

2.0 Having identified the colleges capability to reconcile some or all of the priority needs of the target group, we would seek to involve them in the programs and services available at the college. This would be accomplished through the implementation of a carefully designed recruiting effort. The recruiting would be aimed at those people with the most critical level of need. It would single out the most effective ways of communicating with our target group, educating them on the opportunities that could exist for them through the college and enrolling them in the appropriate programs and services.

3.0 Following our recruitment effort, we must now identify the specific group of students which we will be focusing on. To do this, the following would be accomplished:

1) objective criteria would be established to identify disadvantaged, handicapped students and non-traditional, 2) appropriate ways of applying that criteria

to a target group of students would be developed or obtained, and 3) those students who met the criteria would be identified so that needed help could be provided.

4.0 Having identified the students to be served, we would identify the occupational/educational objectives which the students intend to achieve through their efforts at the college. At this step, we would assist the students in specifically defining what those objectives are and the personal benefits which the students believe they can derive from the achievement of those objectives. These benefits would include such things as salary, life style, job security, etc. This would provide us with an insight into the student perception of where they think they would like to go, occupationally, and why.

5.0 Having identified what it is the students wish to achieve occupationally and their perception of the benefits to be derived, we would now turn our attention to identifying the real-world requirements (skills/knowledges/attitudes) which the students would have to meet in order to achieve that objective. We would also provide the students with a projection of the employment and placement opportunities that would exist for them if they succeeded in achieving their objective. It is at this step that we define the real world for the students. This definition would include the expectations of employers, verification of these expectations from people actually employed in the area chosen by the student and a listing of the educational course work required at the college to develop the skills/knowledges/attitudes required for successful employment in the fields chosen by the students.

6.0 Having identified the occupational aspirations of the students and the

minimum standards required by the real world, we would now determine the degree to which the capabilities of the students match the requirements dictated by the real world. At this step, therefore, we will test the students to determine their actual skill/knowledge/attitude levels in those areas dictated by the real world as necessary for success in their chosen fields. This would serve as the basis for determining the support needs of the students in achieving their occupational objective.

7.0 With the data derived from testing in 6.0, we would now be able to compare the abilities of the students with the requirements dictated by the real world. This comparison will identify specific measurable differences which exist between the capabilities of the students and those required for success in their chosen occupational areas.

8.0 - 9.0 The primary objective of this system is to provide the students with all the support necessary for them to achieve their occupational objectives. At this point we translate any and all discrepancies which were identified in step 7.0 into specific and measurable support or course work objectives which the students would have to achieve in order to eliminate the identified discrepancies and achieve the chosen objectives. This step is crucial because it very specifically quantifies the exact nature of the existing discrepancies. This provides both the students and the college with an exact definition of where they would begin and where they must end in their efforts to achieve the identified occupational objectives. These objectives would include remedial academic objectives, course work objectives and attitudinal objectives. They would be everything the students would have to do to achieve their occupational objectives.

10.0 Given the objectives identified in 8.0 - 9.0, we would now select the most effective and efficient ways of assisting the students in achieving their support and course work objectives. In this step, we would identify all people/programs or services (on and off campus) which could be made available to the students to assist them in achieving their identified support and course work objectives.

11.0 Having identified all of the resources that could be brought to bear to assist the student (10.0), we would translate these into specific action plans which the students and college would implement to achieve the objectives of the students. These action plans would provide a sequence to all of the steps the college would be taking, the time lines of completion, and personnel who would be involved in assisting the students, progress check points along the way to assure successful progress, and a general budget identifying the investments that the college would be making to assist the students in achieving the stated objectives. These action plans would also provide the students with the total range of steps they would have to take to achieve their occupational objectives, the criterion of completion for each step and the investment the students would have to make (time, commitment, dollars, etc.) to complete all steps.

12.0 - 13.0 The students and counselors would then analyze the action plans to identify any hurdles that would prevent the students from implementing the plans as defined. These hurdles would include commitment on the student's part, transportation, legal, health, financial, family, psychological, time, and any other variable that could negatively impact on the efforts of the students. Following this analysis, the counselors would make all additions in the plans of action (personnel/programs/services) necessary to remove the hurdles that

were identified.

14.0 At this point, every effort would have been made by the project format to identify, anticipate and remove any obstacle to the success of the students. The only missing element at this point is commitment by the students to implement the plans of action that have been derived. This is the decision point for the students. The students must either commit to take the steps necessary to achieve their objectives or go back to step 4.0 and start all over again in the process of defining what it is they want to do and the steps they would have to take to achieve their new objectives. This establishes student accountability in the system and allows the students to proceed or recycle based on the full understanding of the facts. We believe that this can do much to reduce the start-stop, start-stop pattern seen in students who change their majors, after a significant investment by both themselves and the college, because they either didn't fully understand what they were getting into or they were not provided the support they needed when they needed it.

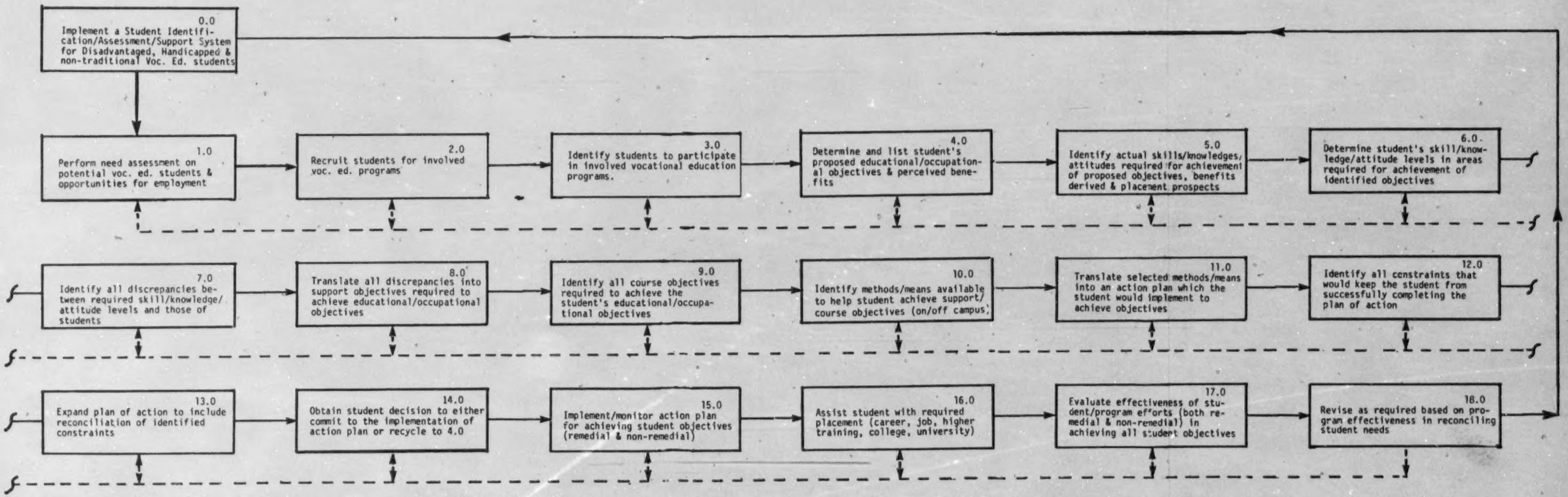
15.0 Given a full commitment by the students to follow the steps identified in the plans of action, all that remains to be done is to put the plans of action to work. In step 15.0, the college develops detailed implementation plans to coordinate all involved people/programs/services, implements the action plans and continually monitors their effectiveness so that any mid-course corrections necessary in the achievement of the student's objectives can be made.

16.0 The real pay off for all the effort put forth by the students and the college comes when those students made the transition from the college to the next logical step up in achieving their objective. This requires a carefully designed

and implement placement service to assist the students in making that transition. Some students will require assistance in securing career opportunities. Still others will require assistance in transferring to another institution or skill center. The placement service will be designed to provide all of the different types of placement assistance required by students. It will begin working with the students as early as is appropriate rather than waiting until the last minute. It will educate the students on what they must do to be successfully placed and will prepare them to satisfy these different requirements.

17.0 Following the complete implementation of the action plans and assistance with placement (15.0 and 16.0), we would perform a total evaluation of the system's effectiveness. Included in this intensive evaluation would be all people/programs/services identified in the action plans of the students and the implementation plans. The criterion applied in the evaluation would be those defined in each of the objectives that were stated for the effort.

18.0 Based upon the results of our summation evaluation and the identification of unreconciled or changing needs, we would identify necessary revisions in involved programs/services/personnel. We would make whatever revisions were necessary to remove the difficulties that were encountered, increase the effectiveness and responsiveness of the system, and simplify the process for future students at the college committeed to achieving the same occupational objectives.


0.0
Implement a Student Identification/Assessment/Support System for Disadvantaged, Handicapped & non-traditional Voc. Ed. students
1.0
Perform need assessment on potential voc. ed. students & opportunities for employment
2.0
Recruit students for involved voc. ed. programs
3.0
Identify students to participate in involved vocational education programs.
4.0
Determine and list student's proposed educational/occupational objectives & perceived benefits
5.0
Identify actual skills/knowledges, attitudes required for achievement of proposed objectives, benefits derived & placement prospects
6.0
Determine student's skill/knowledge/attitude levels in areas required for achievement of identified objectives
7.0
Identify all discrepancies between required skill/knowledge/attitude levels and those of students
8.0
Translate all discrepancies into support objectives required to achieve educational/occupational objectives
9.0
Identify all course objectives required to achieve the student's educational/occupational objectives
10.0
Identify methods/means available to help student achieve support/course objectives (on/off campus)
11.0
Translate selected methods/means into an action plan which the student would implement to achieve objectives
12.0
Identify all constraints that would keep the student from successfully completing the plan of action
13.0
Expand plan of action to include reconciliation of identified constraints
14.0
Obtain student decision to either commit to the implementation of action plan or recycle to 4.0
15.0
Implement/monitor action plan for achieving student objectives (remedial & non-remedial)
16.0
Assist student with required placement (career, job, higher training, college, university)
17.0
Evaluate effectiveness of student/program efforts (both remedial & non-remedial) in achieving all student objectives
18.0
Revise as required based on program effectiveness in reconciling student needs

1.0 Perform need assessment on potential vocational education students and opportunities for employment.

All steps identified below must be performed for each area to be assessed.

1.1 Obtain approvals necessary to design a need assessment process.

1.2 Identify general target(s) of assessment.

1.3 Define the objective(s) of the assessment procedure. Objective(s) must include the specific identification of: 1) who is to perform, 2) when, 3) where, 4) to accomplish what, 5) for what group (referent), 6) techniques for measuring achievement of objective and, 7) measurable criteria of successful achievement.

1.4 Develop implementation plan(s) for assessment procedures which include: 1) functions to be performed, 2) personnel to be involved, 3) responsibility and mutual accountability* of involved personnel, 4) time lines, 5) monitoring requirements (form, frequency, content, method, to whom, from whom), 6) method/means to be used, 7) program budget.

1.5 Obtain approvals necessary for implementation of assessment procedures, per the established plan of action.

1.6 Define "what is" for the areas/referents defined in the assessment objective(s).

1.7 Define "what should be" for each of the areas assessed, per the objective.

*Mutual accountability:
Predefined accountability of both operational and administrative personnel in the implementation of the action plan, with operations being accountable for achieving the objectives and administration for providing the resources and support necessary to achieve the objectives.

1.8 Define any discrepancies which exist between "what is" and "what should be" for each area assessed.

1.9 Translate all discrepancies into specific (quantified) statements of need (not solution strategies).

1.10 Prioritize identified needs according to relevance (criticality), identify highest to lowest priority targets for action.

1.11 Identify those needs which the college can reconcile through existing programs/services (on and off campus).

1.12 Identify those needs which the college cannot reconcile with existing programs/services.

1.13 Translate all needs which the college cannot reconcile into specific objectives which if achieved would enable the college to reconcile them. (Objectives must meet criteria established in 1.3.)

1.14 Reprioritize needs which the college can reconcile according to feasibility of using existing programs/services (on-off campus).

1.15 Identify exact targets of action to be pursued.

2.0 Recruit students for involved vocational education programs.

2.1 Define recruitment objective(s). Each objective must include the specific identification of 1) who is to perform, 2) when, 3) where, 4) to accomplish what (what programs involved), 5) for what group (referent), 6) techniques for measuring achievement of objective and 7) measurable criteria of successful achievement.

2.2 Specifically define the priority occupational needs of the recruitment target group.

2.3 Identify how the college satisfies the priority occupational needs of the target group.

2.4 Identify the alternative technique that could be employed to

communicate how the college responds to the target groups needs.

2.5 Identify any group characteristics from the need assessment that would enhance or limit the effectiveness of any of the possible communication technique.

2.6 Select the techniques of communication which most closely match target group characteristics.

2.7 Complete an implementation plan for the recruitment effort which includes 1) functions to be performed, 2) personnel to be involved, 3) responsibility and mutual accountability of involved personnel, 4) time lines, 5) monitoring requirements (form, frequency, content, method, to whom, from whom), 6) method/means to be used and, 7) program budget.

2.8 Obtain approval(s) required for implementation of the recruitment plan.

2.9 Implement the plan of action on a sample group to field-test its effectiveness.

2.10 Revise plan as required and fully implement recruitment techniques.

2.11 Complete enrollment with successful recruited members of target group.

2.12 Evaluate effectiveness in achieving recruitment objective (over or underachievement.)

2.13 Identify factors (positive or negative) which produced over or underachievement.

2.14 Revise objectives/techniques as required to achieve maximum continuing recruitment.

3.0 Identify students to participate in involved vocational education programs.

3.1 Identify criteria for being identified as disadvantaged/handicapped/

non-traditional.

3.2 Identify possible method(s) of identifying disadvantaged/handicapped/ non-traditional student using criteria from 3.1.

3.3 Select/obtain methods/means for identifying disadvantaged/handicapped non-traditional students.

3.4 Determine target group(s) to be investigated.

3.5 Administer method(s) of identification.

3.6 Score/evaluate results from implementation of identification method(s).

3.7 Complete all input data for information storage and referral.

3.8 Identify all involved disadvantaged/handicapped/non-traditional students by name, address, phone number, major.

4.0 Determine and list student's proposed educational/occupational objectives and perceived benefits.

4.1 Educate students on range of occupational/educational opportunities open to them (requirements, advancement, etc.)

4.2 Identify student's proposed job/career objectives (short/long range).

4.3 Identify student's proposed educational objectives (specific to occupation and not specific to occupation), both short and long range.

4.4 Identify student salary objectives (short/long range).

4.5 Identify student's life style objectives (short/long range): family car, place to live.

4.6 Identify student perception of benefits (short/long range) derived from achieving proposed occupational/educational objectives (salary, life style, etc.)

4.7 Compile statement of student's proposed objectives and benefits.

5.0 Identify actual skills/knowledges/attitudes required for achievement of proposed objectives, benefits derived and placement prospects.

5.1 Identify employer's/employee's statement of skills/knowledges/attitudes/benefits related to proposed objectives.

5.2 Identify DOT (Dictionary of Occupational Titles) statement of skills/knowledges/attitudes/benefits related to proposed objectives.

5.3 Identify FCC skills/knowledges/attitudes/benefits related to proposed objectives.

5.4 Identify present employment opportunity (local and national).

5.5 Identify projected employment opportunity, post graduation (local and national).

5.6 Identify requirement the student must satisfy to receive placement assistance.

5.7 Compile statement of all actual skills/knowledges/attitudes required for benefits derived from and projected employment opportunity following achievement of proposed objectives.

6.0 Determine student's skill/knowledge/attitude levels in areas required for achievement of identified objectives.

6.1 Identify possible methods of determining student levels in areas identified in 5.4.

6.2 Select/obtain method of determining student's levels in areas identified in 5.4.

6.3 Administer methods of determining student levels in areas identified in 5.4.

6.4 Score/evaluate methods administered to determine student levels in areas identified in 5.4.

7.0 Identify all discrepancies between required skill/knowledge/attitude levels and those of students.

7.1 Identify all discrepancies between required skill/knowledge/

attitude levels and student levels as defined in 5.4 and 6.4.

7.2 Identify all discrepancies between actual benefits identified in 5.4 and perceived benefits identified in 4.0 specific to the proposed objectives.

7.3 Compile all discrepancies identified.

8.0 Translate all discrepancies into support objectives required to achieve educational/occupational objectives.

8.1 Identify who is to perform.

8.2 Identify what is to be performed (specific to removing discrepancies).

8.3 Identify when the objective will be accomplished.

8.4 Identify how achievement of the objectives will be measured (technique, instrument, or method).

8.5 Identify measurable criteria of evaluating whether or not discrepancy has been eliminated (how well the student must be able to perform).

8.6 Identify any limitation within which the student or institution must operate in achieving or evaluating the objective (time, financial, sequence, etc.).

8.7 Produce composite performance-based statements of elements 6.1 - 6.6 which can be easily understood by all involved parties (staff, student, parent, community, etc.).

9.0 Identify all course objectives required to achieve the student's educational/occupational objectives.

9.1 Identify who is to perform.

9.2 Identify specifically what is to be mastered (both at the program and course level).

9.3 Identify when the objectives must be accomplished (time limits).

9.4 Identify how student mastery of the objectives will be measured

(techniques, instrument, method).

9.5 Identify measurable criteria of evaluating whether or not the student has demonstrated mastery (not norm referenced--must be specific to what is to be mastered, i.e., criteria referenced).

9.6 Identify any limitations within which the student or institution must operate in mastering or evaluating the objectives.

9.7 Produce composite mastery-based statements of elements 9.1 - 9.6 which can be easily understood by all involved parties (staff, student, parent, community).

10.0 Identify methods/means available to help student achieve support/course objectives (on/off campus).

10.1 Develop a system of communication/education detailing all programs/services/personnel on campus capable of providing remedial support in achieving the objectives identified in 5.4*

10.2 Develop a system of communication/education detailing all programs/services/personnel on campus capable of providing the student with assistance in achieving the course work objectives identified in 5.4*.

10.3 Develop a system of communication/education detailing all programs/services/personnel off campus capable of providing the student with assistance in achieving the course work objectives identified in 5.4*.

10.4 Develop a system of communication/education detailing all programs/services/personnel off campus capable of providing remedial support in achieving the objectives identified in 5.4*.

*Including what their limits are, how to qualify, specific outcomes they can produce, specific requirements of support, commitments required of the student, benefits derived from effort.

10.5 Identify programs/services/personnel on-campus required to assist the student in achieving his/her support objectives defined in 8.7*.

10.6 Identify programs/services/people off-campus required to assist the student in achieving his/her support objectives defined in 8.7*.

10.7 Identify programs/services/personnel on-campus required to assist the student in achieving his/her course work objectives defined in 9.7*.

10.8 Identify programs/services/personnel off-campus required to assist the student in achieving his/her course work objectives defined in 9.7*.

10.9 Develop a composite statement of all programs/services/personnel on and off-campus required to assist the student in achieving his/her support and course work objectives, by objectives*.

*Including what their limits are, how to qualify, specific outcomes they can produce, specific requirements of support, commitments required of the student, benefits derived from effort.

11.0 Translate Selected Methods/Means Into an Action Plan Which the Student Would Implement to Achieve Objectives

11.1 Establish action plan format for easy communication with all involved (staff, student, parent, community, etc.)

11.2 Sequence all objectives and programs/services/personnel defined in 10.9 (with evaluation criteria of each) according to when they must occur to achieve the objectives defined in 4.7

11.3 Establish a composite time line of completion for each step required in 11.1 (when each must begin and end) and total time for all combined

11.4 Complete a personnel/support analysis of who would have to be involved (type of person), with what steps, until what point for each step identified in 11.1

11.5 Identify progress check points along time lines to assess progress in achieving objective (include when, who involved, what information is required, how information is to be transmitted, specific to what objectives)

11.6 Develop program budget for all objectives, including: 1) cost to institution (time, financial, commitment, personnel); 2) cost to student (time, financial, commitment)

11.7 Translate 11.1 - 11.5 into composite plan for achieving the objectives identified in 4.7

12.0 Identify All Constraints That Would Keep the Student From Successfully Completing the Plan of Action

12.1 Identify any/all commitment constraints (on the student's part) to achieving his/her objective, per the action plan

12.2 Identify any/all transportation constraints perceived by the student in achieving his/her objective, per the action plan

12.3 Identify any/all legal constraints perceived by the student to achieving his/her objective, per the action plan

12.4 Identify any/all physical/health constraints perceived by the student to achieving his/her objective, per the action plan

12.5 Identify any/all financial constraints perceived by the student to achieving his/her objective, per the action plan

12.6 Identify any/all personal constraints perceived by the student to achieving his/her objectives, per the action plan

12.7 Identify any/all family constraints perceived by the student to achieving his/her objectives, per the action plan

12.8 Identify any/all socio-cultural constraints perceived by the student to achieve his/her objectives, per the action plan

12.9 Identify any/all psychological/emotional constraints perceived by the student to achieve his/her objective, per the action plan

12.10 Identify any/all time constraints perceived by the student to achieve his/her objective per the action plan

12.11 Identify any/all other constraints felt by the student to achieving his/her objective per the action plan

13.0 Expand Plan of Action to Include Reconciliation of Identified Constraints

13.1 Compile all identified constraints

13.2 Identify programs/services/personnel/resources on and off campus capable of reconciling all identified constraints

13.3 Produce new composite plan of action for achieving objective identified by student in 4.7, per revision needed to reconcile identified constraint

14.0 Obtain Student Decision to Either Commit to the Implementation of Action Plan or Recycle to 4.0

15.0 Implement/Monitor Action Plan for Achieving Student Objectives (Remedial & Non-Remedial)

15.1 Define administrative and operational functions/responsibilities for implementing the student's action plan

15.2 Define the accountability of all programs/services/personnel involved in the implementation of the plan (including the student)--mutual accountability

15.3 Identify all parts of action plan requiring monitoring, data required from monitoring and purpose for monitoring

15.4 Develop monitoring system for all involved programs/services/personnel (form, frequency, content, method, to whom, from whom)

15.5 Notify all involved programs/services/personnel of student's intended action, per action plan

15.6 Assess feasibility of implementing student's plan of action with all involved programs/services/personnel. Identify any additional support required to implement

15.7 Obtain commitment from all involved programs/services/personnel in action plan to implement the plan as designed and per established responsibility, accountability, monitoring limits

15.8 Instruct involved programs/services/personnel on proper implementation of monitoring system

15.9 Initiate plan of action and monitoring system

15.10 Obtain progress reports from all involved programs/services/personnel, including the student as designed

15.11 Record the data obtained from the monitoring system and submit feedback to involved programs/services/personnel for adjustment as required

16.0 Assist Student With Required Placement (Career, Job, Higher Training, College, University)

16.1 Secure commitment to placement from involved students

16.2 Define student's placement objectives and requirements (what it must be and what it cannot be)

16.3 Define student's qualifications for placement in chosen area

16.4 Identify possible sources of placement meeting student's objectives and requirements

16.5 Identify qualifications required of student from organization(s)

16.6 Match/mismatch student qualifications with qualifications required by organization(s)

16.7 Identify all "matches" between student qualifications and organization(s) requirements

16.8 Submit student intent and qualifications to selected organization(s)

16.9 Secure commitment of placement from involved organization(s)

16.10 Secure commitment of student to be placed with involved organizaiton

17.0 Evaluate Effectiveness of Student/Program Efforts (Both Remedial & Nonremedial) in Achieving All Student Objectives

17.1 Identify those objectives from the action plan (support and course work) which met, exceeded or fell below their established evaluation criteria

17.2 Identify those administrative functions/responsibilities which met, exceeded or fell below the accountability standards established in 16.2

17.3 Identify those operational functions/responsibilities which met,

exceeded or fell below the accountability standards established in 16.2

17.4 Identify those student functions/responsbilities which met, exceeded, fell below the accountability standards established in 16.2

17.5 Identify those monitoring functions/responsibilities identified in 16.3 which met, exceeded, fell below the requirements set in 16.4

17.6 Identify the specific factors, forces, variables that contributed to over achievement or under achievement in 16.1

17.7 Compile all findings into a summative evaluation report

18.0 Revise as Required Based on Program Effectiveness in Reconciling Student Needs

18.1 Identify targets of revision based upon either the summative evaluation report, needs not reconciled by the college (1.13), changes in the job market place or changes in student priorities

18.2 Determine responsibility/accountability for program/service/personnel revision

18.3 Identify/quantify exact nature of discrepancy between anticipated and actual results and factors which affected results

18.4 Develop specific revision plans to eliminate the discrepancies identified in evaluation and the factors identified in 17.6

18.5 Obtain all necessary approvals to make proposed program/service/personnel revisions

18.6 Obtain all resources required to accomplish identified revisions

18.7 Implement program/service/personnel revisions